

CCSU Lesson Plan

Student Teacher: Brittany Knowles	Grade Level: 1st grade
Name of Lesson: Oh! The Places I'll Go	

Common Core State Standard(s)

Language:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Writing

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Student Learning Objective(s)

What is the intended learning outcome of this lesson? Be sure it is observable and includes clear criteria.

Consider if there are students who will require an accommodation or modification to meet this lesson's objective.

Students will be able to write an informative text about the places they will go in their future with clear descriptions, standard English grammar, upper and lower case letters, singular and plural nouns.

Rationale for Objective: How does this lesson support previous and subsequent learning?

This lesson will support previous and subsequent learning because the students are using basic language and writing skills in order to achieve this task.

Assessment

State the specific strategy (ies) and tool(s) used to collect the data for each SLO (i.e., essays, projects, quizzes, exit slip, worksheet, etc.). Are there students who will require an accommodation or modification to this lesson's assessment?

Students will be assessing themselves once they have written their piece. I will guide the students by asking them to refer to the following questions:

1. Does my text make sense?
2. Did I use capital and lower case letters?
3. Did I use singular and plural nouns correctly?

4. Does my text have a beginning? Middle? End?

Students will also be peer-editing.

They should ask the same questions of their peers.

1. Does this text make sense?
2. Did my friend use capital and lower case letters?
3. Did my friend use singular and plural nouns correctly?
4. Does this text have a beginning? Middle? End?

I will be grading their finished product on a 1-4 rubric scale for neatness, creativity, their writing process, spelling and punctuation.

Teacher Name: **Ms. Knowles**

Student Name: _____

CATEGORY	4	3	2	1
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Classroom Learning Environment Focus

(i.e., standards of behavior, routines, procedures, group work, transitions, instructional arrangement, etc.). Explain specific needs.

Students will be expected to listen carefully during the reading of “Oh! The Places You’ll Go” by Dr. Seuss. They will be expected to use respectful and kind language when critiquing a peer’s work. I will review ways that they can offer advice and assistance to their peers. Students will be sitting on the floor listening to the story, then using the computer for additional activities and then working at their desks.

Instructional Model/Strategy

(i.e., concept formation, concept development, direct instruction, cooperative learning, inquiry, discussion model). Explain how you will best facilitate student learning through a specific model of instruction. Be sure to include a rationale for the chosen model(s). You may use more than one:

I will be monitoring their responses from my computer and walking around the room to offer advice to struggling writers. I will give direct instruction with immediate corrective feedback to guide them in the right direction. I would also use the concept development model, which gives students a change to make generalizations of their future and how they expect to achieve their goal.

Materials/Resources needed for this lesson

- “Oh! The Places You’ll Go” by Dr. Seuss
- Paper
- Pencils
- Rubric for grading from RubiStar
- <http://padlet.com/brittanyknowles0317/cwkfymulsjbw> Padlet including a question they have to answer after the book has been read.
- Link to YouTube video that explains how to use padlet
<https://www.youtube.com/watch?v=tbLsbc8CvKo>

Daily Formative Assessment

How will you check for understanding and student achievement during the lesson?

I will check for understanding and student achievement during the lesson by giving feedback during self-assessment and peer editing for ways they can expand or improve their writing.

Differentiating Instruction

How will you differentiate to meet the needs of your learners (i.e., what you teach, how you teach, or how you will assess). Explain:

One way to differentiate instruction for struggling learners is to have them brainstorm with an outline of ideas in order to begin their writing. Students can re-watch the YouTube video if they

need to relearn how to use padlet.com. By allowing the students to peer-edit, they can work together to achieve this goal and help each other.

Initiation

Cite how you will engage and motivate learners, activate prior learning and present the lesson's objective.

Explain: A) What they will be doing and learning in the lesson; B) How they will demonstrate learning;

C) Why it is important to their everyday lives.

To get students motivated to learn I will ask them to walk over to the secret story rug. Once they get there, I will say, "I call this the secret story rug because it is a place that we can go to share our goals." I will continue and read the book, asking questions along the way, such as, what do you think will happen and what is this a picture of? Students will demonstrate their learning by responding to the questions correctly and with descriptive details. This is important in their everyday lives because they will be writing and setting goals for the future.

Lesson Development

Cite how you will provide opportunities for the students to construct meaning. List the steps/process you will follow. Be sure to identify how you will check for understanding and collect formative data. Differentiate for students who will require an accommodation or modification in order to be active participants in this lesson and state these strategies in the differentiation section above.

1. Once I have read the book, I will have the students log onto their computers.
2. I will ask them to double click on the document on their desktop that says, "Oh! The Places I'll Go Link"
3. Once it opens up, there will be a link to the padlet.com website.
<http://padlet.com/brittanyknowles0317/cwkfymulsjbw>
4. I will ask the students to double click on this link and take them through the process of writing one example of a place they want to go or a goal they want to accomplish.
5. I will play the YouTube video I have created using screencast-o-matic to review for the entire class and some students who may have not understood.
<https://www.youtube.com/watch?v=tbLsbc8CvKo>
6. Once all the students have posted an idea. The page will be full of awesome goals that other students can look at for inspiration.
7. Next, I will ask the students to think about what they wrote, share with a partner, and then share out as a class.
8. Then, I will ask the students to return to their seats and take out a piece of paper and a pencil.
9. I will tell them, "Now you are going to be the author of your own story called, "Oh! The Places I'll Go".
10. I will tell the students that they are expected to use clear descriptions, grammar, upper and lower case letters, singular and plural nouns.
11. After they have written for 10 minutes, I will have the students self-assess based on the questions:
 - a. Does my text make sense?
 - b. Did I use capital and lower case letters?
 - c. Did I use singular and plural nouns correctly?

- d. Does my text have a beginning? Middle? End?
- 12. Then, I will have them edit and make changes to their story.
- 13. Next, I will have them peer edit their partners story based on the questions:
 - a. Does this text make sense?
 - b. Did my friend use capital and lower case letters?
 - c. Did my friend use singular and plural nouns correctly?
 - d. Does this text have a beginning? Middle? End?
- 14. Finally, I will have them write a final draft of their story.

Closure

How will you question students in order to evaluate if the objective(s) was met? How will you question students to connect this lesson to previous and subsequent lessons as well as connect to their own lives? How will you question students to see the relevancy of the lesson by understanding the purpose/importance of the learning?

In conclusion, I will have the students share out what the main idea was in their paper. The student's papers should be a clear vision of what they want to achieve or a place they want to go in the future. Once all students have shared, I will allow them to draw a picture for homework that connects to their story.

